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**BULLETIN OF THE
NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL
PRINCIPALS**

*Issued Four Times a Year:
January, March, May, and October*

JANUARY, 1927

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Abstracts**

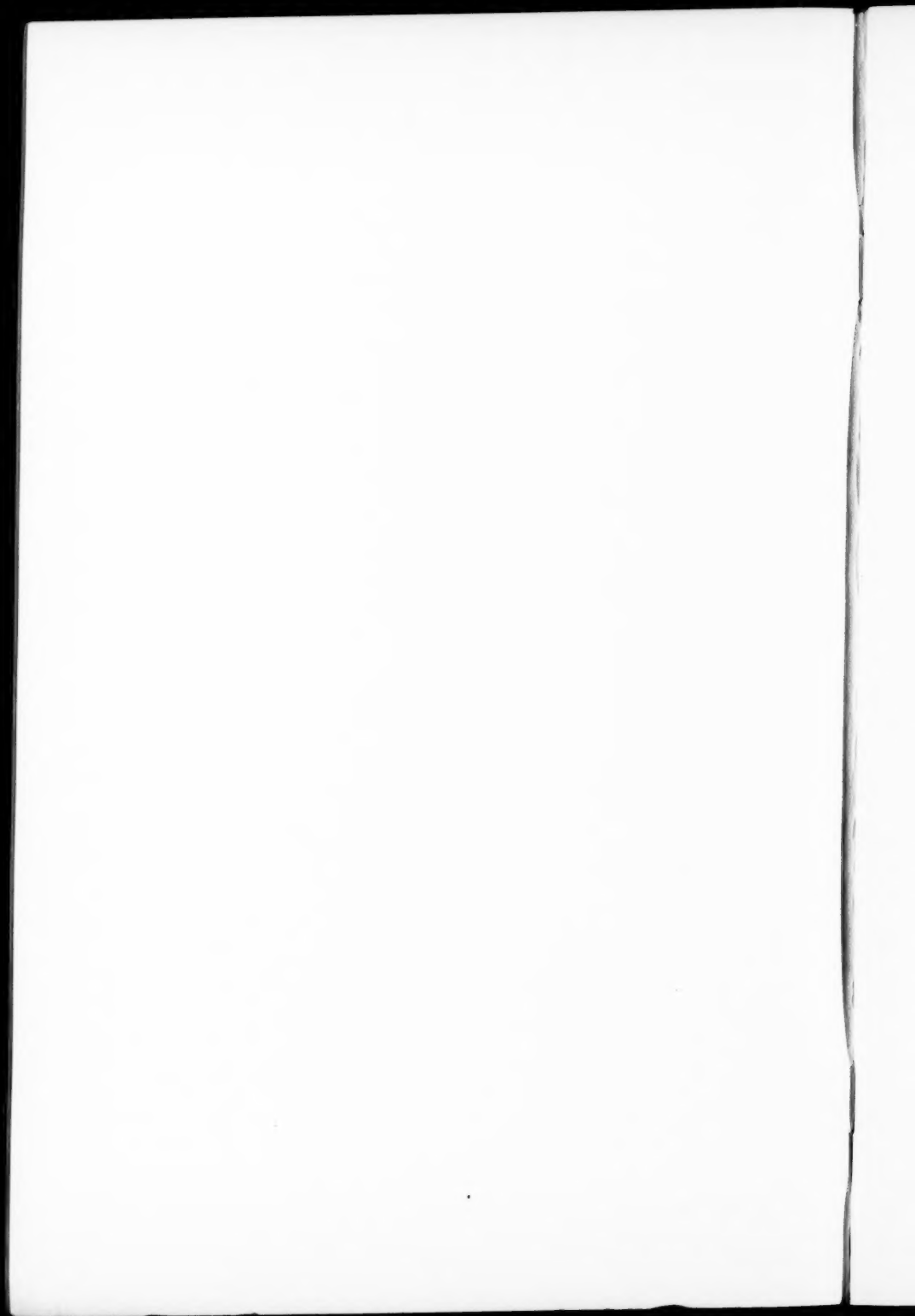
**NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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CICERO, ILLINOIS



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SECONDARY-SCHOOL ADMINISTRATION
ABSTRACTS

Published under the direction of the
National Association of Secondary-School Principals
with the co-operation of the
Judd Club

The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

Members of the Judd Club contributing to this issue:

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All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Secretary of the National Association of Secondary-School Principals.

These abstracts are free to all members of the National Association of Secondary-School Principals.

IMPORTANT ANNOUNCEMENTS

See Pages 25-28

ABSTRACTS

Books

JUDD, CHARLES H. *The Psychology of Social Institutions*. New York: Macmillan Co., 1926. Pp. ix + 346.

Evidence is accumulating to indicate that the social nature of education can no longer be disregarded. We are coming to see clearly that education has meaning only as the child is recognized as a member of organized society. Dwell upon and examine the nature of the child as much as we wish, we shall not find there the basic guides for the construction of the school program or even for an understanding of the mental life of the child. Education, whether carried on within or without the school, has always had as its great object the induction of the immature members of society into the life of that society and the use of its institutions. This fact cannot be overlooked by any educational theory which presumes to maintain contacts with reality.

In his new volume on *The Psychology of Social Institutions*, Professor Judd has presented this social point of view with his usual vigor and insight. He shows how the mental life of the individual is determined by the social institutions with which he comes in contact. He also endeavors to point out the significance for education of each of the more important institutions. The scope of his volume and something of its nature are revealed by the following sample chapter headings: "Social Institutions and the Individual," "The Psychology of Number," "The Psychology of Punctuality," "The Psychology of Precision," "Language the Fundamental Institution," "Institutional Religion and Personal Religion," "Science as a Device for the Promotion of Adaptation," "Government and Justice." In eighteen closely reasoned chapters he defends the thesis that the point of view of educational psychology must be shifted from the conventional individual basis over to a social foundation.

The central contention of the author is that education can derive but little guidance from any psychology which is largely a psychology of the instincts. He observes that a trustworthy educational program must reflect a careful analysis and study of social institutions. Only when one realizes the extraordinary differences in the culture and institutions of the various races of mankind is one able to understand the great diversity in their behavior. Presumably their instincts, or the powers with which their individual members enter the world, are the same. The mental patterns which distinguish them from one another are cultural rather than inborn patterns. Thus it would appear that if our educational psychology is to render the highest service to education it must take into account to a much larger extent than heretofore the nature of life in modern society. In emphasizing this point of view Professor Judd has rendered a genuine service to the cause of education and to the development of a defensible educational theory.

HOLLINGWORTH, LETA S. *Gifted Children*. New York: The Macmillan Co., 1926. Pp. 374.

Whatever may be said of man's social and legal equality, biological inequality is inherent, and the discovery and proper development of the gifted constitutes an educational problem of first importance. In the past many false notions and superstitions regarding genius have prevailed, which modern program of intelligence testing has done much to correct. This scientific approach is affording us a much needed knowledge of the gifted, along with suggestions for their proper education and their place in society. The census of the gifted, based to some extent on teachers' judgments and school marks, but chiefly on intelligence testing, shows that the gifted originate most often in families where the father earns his living by mental work; and, contrary to the popular notion, in comfortable or luxurious homes. Fathers who are professional men, proprietors, and clerical workers head the list. The proportion of gifted boys to gifted girls is 111 to 100. In the United States, children of English, Scotch, and Jewish descent are especially frequent among the gifted. Contrary to the popular belief that very bright children are likely to be sub-normal in other respects, it has been found that as a group they rank above the average in stature, weight, physiological maturation, health, strength and speed. They are also above the average in those traits of character and qualities of temperament which make for desirable citizenship. As a group they are strongly interested in play and are enthusiastic readers. Regarding the development of these gifted children, practically everything remains to be discovered. Thorough investigations and tests over a considerable period of time must be made. The study of family history and of the laws of heredity is of the utmost importance in the formulation of an adequate educational program. Chapter IX contains twelve case records of gifted children whose intelligence quotients were above 180. The outstanding facts from these records are the early development of the ability to read, the fact that many gifted children are found in private schools, and that nearly all have been school problems. The failure of the gifted to fit into our school routine suggests the necessity of special organization and curriculums. Instead of intensive work in the general discipline subjects, it is suggested that the curriculums for the gifted be organized about the history and evolution of the life of civilized man with some such topical classification as the following: (1) Food, clothing, and shelter; (2) Health and sanitation; (3) Communication; (4) Transportation; (5) Trade; (6) Law; (7) Government; (8) Education; (9) Science; (10) Art; (11) Philosophy (history of human thought); (12) Institutions; (13) Warfare; (14) Labor, and (15) Recreation. The project method of work, with special emphasis on biography, would perhaps yield maximum results. Only specially trained and qualified teachers, with proper understanding and sympathy, should direct the work. In discussing the social and economic implications

of the gifted, consideration is given in the closing chapter to the place of mental tests as a means of conservation, to the education and social function of gifted girls, to the causes and effects of the differential birth rate, to the economic reward of intellect, and the granting of scholarships.

REAVIS, W. C. *Pupil Adjustment in Junior and Senior High Schools*. New York: D. C. Heath & Co., 1926. Pp. 348.

The book explains and illustrates methods of solving problems in the field of educational guidance. The problems treated are real problems from the author's extensive experience in high-school administration. They are discussed not merely in terms of principles, but also in terms of concrete procedures for their solution. The volume contains two parts and an appendix. Part I consists of six chapters which discuss the case method from different points of view. Part II presents nine case studies in each of which the methods of locating and removing the causes of maladjustment are made explicit. The appendix includes a bibliography of sources from which the case worker may obtain practical help, also a bibliography of medical diagnosis for students of the technique of case study as such. A series of forms for the recording of significant data concerning pupils is also appended. High-school administrators in general will obtain most help from Chapter VI (23 pp.) which discusses the case method as a procedure in counseling and guidance. Specific instructions are supplied concerning efficient methods of homogeneous grouping, differentiated assignments, individual pupil accounting, and diagnosis of failures. Of these topics the last is the most fully treated. Failures are classified as due to ineffective habits of work, personality difficulties, deficiencies in previous training, physical defects, mental disability, and psychophysical defects. Each of the types is related to methods for its diagnosis and remedial treatment by the various agencies of the school. The methods involved are analyzed to make clear their application to problem cases of various types. The methods are still further clarified by the description of their use in solving the nine type cases reported in Part II. While an important contribution of the book is technical, it is also of great practical use to the school man who refuses to regard school administration as something other than the efficient adjustment of individual pupils to normal standards of work.

WILSON, L. L. W. *Educating for Responsibility*. New York: Macmillan Co., 1926. Pp. 305.

Three fundamental principles of the Dalton plan are: (1) individual instruction, (2) freedom of the pupil in his work, and (3) socialized environment. South Philadelphia High School for Girls has successfully experimented with the plan for three years. The first four chapters show that the application of the prin-

ciples is embodied in the practice of lesson assignment, teaching technique, and school organization. The assignment is considered of major importance, and is individual and written, either within or without a segregated group. Stress is laid on the necessity of teachers acquiring skill in writing assignments as this phase is considered the pivot on which success depends. The practice as regards teaching technique provides for much freedom for the pupils in corridors, study hall, and library. Purposeful activity seems to provide the key to right attitude and conduct. Classroom management involves group work in the classroom, supervised study with an assignment for the first month, pupil time-budgeting for succeeding months, and the employment of self-corrective devices or check-ups in the form of tests. The actual school organization provides for individual rosters and the following of them by all pupils the first few weeks of each term and the first two and the last three days of each month. This assures a good start and a time for grading. Provision is made for putting a pupil on roster for special reasons after he may have been on "free time." Provision is also made for distribution of conference and laboratory periods and for completing unfinished assignments. The appendix, which composes the latter half of the book, presents extracts from subject assignments and study plans of all the subjects in the curriculum. The latter section of the book is of especial value as it clearly shows the type and character of this phase of the plan as it has been carried on. There is an extensive bibliography.

FREEMAN, FRANK N. *Mental Tests*. Boston: Houghton Mifflin Co., 1926. Pp. 503.

The author has produced a book which treats the entire field of mental tests including the non-intellectual types such as those of will-temperament and emotion. He has emphasized fundamental principles in mental testing as contrasted with mere descriptive details which have been dealt with in many previous texts that have treated limited aspects of the field. In the case of debatable questions he has presented the conflicting evidence and has drawn conclusions which the facts warrant. For example, the mooted question of what the intelligence test measures is considered. The evidence assembled shows that the tests measure native capacity in part and education or training in part.

The volume consists of 18 chapters. A brief introductory chapter sets forth the present status of mental tests; seven chapters treat the early experimentation with tests, the application of the correlation method, the history of the Binet scales, the development of analytical types of tests, the history and present status of point scales, and the developments of personality tests; three chapters discuss the theory and the technique of mental testing; single chapters consider the methods of tabulating test results and the bearing of mental tests upon mental growth; three chapters

deal with the practical application of tests with special reference to education, vocational guidance and selection, and delinquency; the volume is concluded with two chapters on the "Interpretation of Intelligence Tests" and "The Nature of Intelligence."

The book will appeal to the general reader who desires an authoritative treatment of mental tests. Its style is technical, but clear and readable.

STUART, MILO H. *The Organization of a Comprehensive High School*. New York: The Macmillan Co., 1925. Pp. 124.

"The secondary-school administration should be charged with the responsibility of so organizing the program of courses that each student who comes to that school may find a curriculum best suited to his particular needs." The outlines of the work are based on the individual characteristics of the pupil, his mental equipment, his ambitions, as well as the preparation necessary for the position he wishes to occupy in society. Three classes of program are made: one for students going to college, one for those who have definite vocational positions waiting for them, one for those without an objective in view. The methods of aiding the student to choose his course of study, of stimulating good work, of rewarding the faithful, and of prodding the indolent are unique, as is illustrated by eliminating study periods for the good students, doubling recitation periods and providing study periods for those who are slow. The author would eliminate purely technical high schools, as well as separate schools for boys and girls.

ROEMER, JOSEPH and ALLEN, CHARLES FORREST. *Extra-Curricular Activities in Junior and Senior High Schools*. New York: D. C. Heath & Co., 1926. Pp. 333.

Three chapters are general in nature and treat respectively: the principles underlying an extra-curriculum activities program, the initiation and development of such a program, and faculty activities consistent with such a program. Seventeen chapters treat specific phases of extra-curriculum programs, namely: home room activities, assemblies, student participation in school control, club activities, citizenship through the morals and manners program, citizenship through the thrift program, citizenship through the health program, athletics, publications, internal accounting, scouts and scouting, dramatics, fraternities and sororities, honor societies, study halls, library, and commencements. Each of these latter chapters consists of a brief and simple discussion followed by an extensive analytical outline on the particular subject. A seventy page annotated bibliography at the end of the book, covers the several phases of the various chapters in a very comprehensive manner. The authors throughout stress the importance of the extra-curriculum program. Much of their illustrative material would perhaps function in a junior high school better than in a senior high school.

LOOMIS, ARTHUR KIRKWOOD. *The Technique of Estimating School Equipment Costs*. Teachers College Contribution to Education, No. 208. New York: Teachers College, Columbia University, 1926. Pp. 112.

A scientific method of preparing budgetary estimates to cover the cost of equipping new elementary, junior high, and senior high school is outlined. Four criteria are used throughout the study: (1) Reliability, a satisfactory method of estimating school equipment costs must give results that are accurate and reliable; (2) Adequacy, a satisfactory method must provide for making estimates in such detail that the expenditure of funds will be guided and controlled by them; (3) Flexibility, a satisfactory method must be flexible and adaptable to the needs of a given school and the financial limitation of a given district; (4) Simplicity, a satisfactory method must be simple and easily used. The process of preparing an estimate by the proposed method involves three steps: (1) Determining the cost at 1925 prices which are given in detail; (2) Measuring the change in price level from 1925 to any given year which is done by the system of index numbers; (3) Correcting the estimate based on 1925 prices in order to determine the cost at given-year prices. A selected bibliography of sixty-two references is given after the summary chapter.

TOUTON, FRANK C. and STRUTHERS, ALICE B. *Junior High-School Procedure*. Chicago: Ginn & Co., 1926. Pp. 583.

The purpose of this book is to present the best procedure in school organization, administration, supervision, and instruction for the attainment of the proposed junior high school objectives. The material that is presented is based on sound theory and tried practice. It will serve as an excellent check on practice now in operation and stimulate efforts to raise procedure to higher levels. Chapters especially valuable to principals are those on "Pupil Adjustments," "Making the Schedule," "Directing Learning Activities," "Measuring and Recording Progress," and "The Management of Study Helps." Other chapters review the subject matter of the junior high school and present the objectives to be attained, methods of procedure, and criteria for judgment. Each chapter has a selected bibliography. The social program of the junior high school is treated in some detail. A challenging self-rating card for principals is given. The final chapter is devoted to an annotated bibliography for the library of a secondary-school principal.

MEYER, HAROLD D. *A Handbook of Extra-Curricular Activities in the High School*. New York: A. S. Barnes & Co., 1926. Pp. 395.

The author, who has had a broad experience in organizing and conducting clubs and student societies for both junior and senior high schools, treats the extra-curriculum activities as tools to pro-

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

mote and produce school morale, leadership, and service. After showing the importance of teacher-leaders and giving constructive methods of securing such leaders, he points out the great educational values of their activities with adolescent boys and girls. He shows how these activities give the student an opportunity to develop personality. His outlines of work for student clubs, home rooms, and assemblies are unusually good and will be found invaluable by those who are actually engaged in this phase of education. He gives most useful references, suggestions, and materials for literary societies, music clubs, as well as other clubs, and also plans of organizations, rules, and regulations governing physical-education contests.

CUNNINGHAM, WILLIAM H. *Character, Conduct, and Study*. New York: G. P. Putnam's Sons, 1926. Pp. 118.

Success is found in inner satisfaction; and it can never be attained except by those who play the game fairly, meeting squarely their obligations to parents, teachers, fellow students, and themselves. To parents the student owes the obligation "to do his best in school as a preparation for doing his best in life." To teachers he owes respect and loyalty. To students sympathy and understanding, and to his future self he owes a heritage from to-day of health, good habits, and the foundations of a career. For the development of character there are five imperatives: Be honest; be kind; have courage; work hard; use intelligence. Part II deals with right conduct for high-school students on the street car, on the street, in the classroom, in the hall, at recess, at games, in business dealings. There are admonitions "for girls especially" and "for boys in particular." Part III is concerned with how to study. At the close of each chapter are problems and projects which drive home the ideas previously expressed. Principals, deans, advisers, and home room teachers should have this book on their desks and use it to help those who need counsel and advice.

FURFEY, PAUL HANLY. *The Gang Age*. New York: The Macmillan Co., 1926. Pp. 159.

An experiment was made with two groups of boys in an effort to determine how modern social and psychological methods can be used, especially by recreational leaders, in directing boys of the gang age, having in mind as a major premise the fact that character building is the prime objective in both educational and recreational work. The studies of one hundred nineteen boys include the boys' ability, as shown by: mental tests; physical examination; a study of the boys' home background; and a personality study of the boy himself. The conclusion is that the only logical solution to many of the present-day boy problems is a careful study in each case of all social factors and a careful direction of the boy's efforts, especially during his early contacts with others in what is called his "gang."

MAGAZINES

BUNDY, SARAH ELIZABETH. "*The Provision of Moral Education for Pupils in the Senior High School*," *School Review*, XXXIV (October, 1926), 606-17.

Moral education is a part of, not apart from, all education, a paramount purpose that must penetrate every phase of school activity. Our present status relative to this topic has been produced by four agencies: the secularization of the public schools; the complexity of the large modern high school; the attitude of the modern youth toward moral instruction; and the current attitude of teachers and other adults toward moral questions. Recommendations for moral instruction are made on the basis of returns from a questionnaire filled out by forty-four schools. In most instances the home room may be used. Voluntary-discussion groups are thought to offer greater possibilities than the home room period. A third medium suggested is that of offering direct moral education in a class or discussion group,—compulsory or not according to the needs of the school.

HURD, A. W. "*A Suggested Technique for Selecting High-School Pupils Who May Be Allowed to Plan Their Own Lesson Assignments*," *School Review*, XXXIV (October, 1926), 618-26.

Are there pupils in high school who can safely be allowed to plan their own daily lesson assignments? The article reports an experiment with two groups of students representing equal ability. One group followed the daily assignment plan used in nearly all schools; the other group, after being introduced to the unit, were permitted to arrange their work as they desired. The evidence collected indicates that there are many students in the junior and senior years who do better work by the individual method than by the daily-assignment plan.

VOELKER, E. W. "*The Organization and Functioning of Pupil Opinion in High-School Control*," *School Review*, XXXIV (November, 1926), 654-67.

Returns from 152 questionnaires of central-west high schools are presented to indicate the status in high-school control. Forty-seven schools allow pupil control only in extra-curriculum activities. Thirty-one schools permit the pupils to keep order in the corridors and to participate in the control of extra-curriculum activities. Twenty schools allow pupils to control themselves in the study room, to direct the discussion in the classroom, to control the corridors, and to govern extra-curriculum activities. Such government is usually in the form of a student council elected by the student body. A few schools have committees. A still smaller number have the city form of government. Holland, Michigan

reports the most complete form of pupil administration. Their plan includes the following officers: mayor, chief of police, clerk, treasurer, and twelve aldermen. Violators are dealt with through the same routine as in regular city governments. Opinion is divided as to whether student government stimulates scholarship and responsibility. However, the weight of opinion favors the belief that by participation in government pupils develop a better morale, increase their co-operation, and develop better citizenship. Those schools providing pupils with the most complete participation in responsibilities claim to be most successful in developing those qualities essential to citizenship in a democracy.

HILLIS, C. C. and SHANNON, J. R. "*Directed Study: Materials and Means*," School Review, XXXIV (November, 1926), 668-78.

This article is a continuation from the October issue. Supervised study is too frequently considered as: (1) Policed study, the teacher being present to see that all children do not molest one another in the waste of their own time in idleness, (2) The teacher assisting by answering question from the bright or bold pupils, (3) The teacher passing from one pupil to another asking each if she can be of any assistance, (4) The wide-open method designated as the study lesson wherein the teacher works out the lesson for the pupils. The plan of supervised study which the writer of this article had in mind is that quoted from Parker, "Supervised study . . . is . . . the supervision of individual pupils who are studying silently at their desks." The teacher can assist the pupil only as she is able to gain an insight into the pupil's thought processes. In truly directed study the teacher must: (1) See what each pupil is doing, (2) Give careful attention to those who need it most, and (3) Attend to those pupils who signify by raising their hands that they want direction. Specimens of assignment sheets used in literature, biology, civil government, United States history, and European history are presented.

WATSON, C. H. "*A Critical Study of the Content of High-School Physics with Respect to Its Social Value*," School Review, XXXIV (November, 1926), 688-97.

Here is a challenge to much of the material now contained in the average course in high-school physics. A list of 174 items was made up from three widely used physics texts and submitted to 659 parents of students of physics in Kansas high schools. Thirty-five of the 174 items were reported by sixty per cent of the parents as being worth careful study. There were twenty-three items such as ice-cream freezer and automobile radiator, not usually considered in high-school physics, which were reported by 60 per cent of the parents as valuable for study. The distribution of replies according to occupation indicated that occupational life made

less difference than is commonly supposed in the selection of subject matter for high-school courses in physics. The survey indicates that there is much material in the average course of physics which has little practical value. On the other hand there are a great number of things now considered essential in adult life that the course does not include.

JONES, GERTRUDE. "*Survey of Extra-Curriculum Activities in the High School*," School Review, XXXIV (December, 1926), 734-44.

As every well-ordered business is subject to inventories from time to time, in much the same way should various phases of high-school work be examined. Only in such way can one determine the basis of elimination, substitution, or expansion of extra-curriculum activities. The presence of such activities in the high school should be determined by the extent to which they meet the real needs of the pupils. In making a survey of those activities the inquiry should be directed along the following lines: method of admission of pupils; time and place of meeting; demand on student's time; school credit to be given; and sponsorship. It is well to learn from each student his reason for joining. At the close of the year each student should make a short statement in regard to the value he received from each activity in which he was a member.

DAVIS, C. O. "*Our Best Teachers*," School Review, XXXIV (December, 1926), 754-59.

Students of the junior and senior years of the University of Michigan registered their opinion concerning the factors which tend to make the most successful teacher, and stated at what time in their educational experience they had received their best teaching. Thirty-five factors which were thought to contribute toward the success of a teacher were listed. Those ranking highest were: personal interest in the pupil, teaching ability, personality, enthusiasm for the subject taught, and attractiveness in appearance. The majority of the students thought they received the best teaching in high school. Forty per cent thought college teachers were best; while ten per cent thought the best teaching was done in the elementary school. As to the poorest teachers these students had had, the majority were placed in the elementary school. The high school ranked highest with the college slightly lower. These students thought they had better teachers in the senior year of the high school than in the freshman year; and that their teachers in the senior year of high school were better than those in the freshman year of college. The instruction in the senior year of college was thought to be superior to that in the freshman year. Good and bad teaching was reported all along the line.

BRIGHT, H. M. and BUSH, G. L. "*A Method of Increasing Interest and of Providing for Individual Differences in the High-school Science Laboratory*," *School Review*, XXXIV (December, 1926), 782-86.

Teachers of laboratory sciences are constantly confronted with the problem of making the laboratory period of greater value to the individual pupil. If the lockstep method of having the whole class do each experiment in the manual is followed, the bright students have not enough to do and the slow ones are constantly mystified. A plan which has been found to work very well is to permit each student, under the teacher's guidance, to select his own laboratory problems. The brighter students will find practical applications for the fundamentals while the slower ones are doing the basic experiments. Thus the science course will permit the faster students to do a great amount of original thinking in the time which otherwise would be wasted. The advantages claimed for this plan are: it provides for individual differences, each student is made personally responsible for his own work, copying of results from another student is impossible, and it makes possible a choice of experiments.

POWERS, S. R. "*The Teaching of Chemistry in the Early American Secondary Schools*," *School and Society*, XXIV (October 23, 1926), 497-503.

The author disagrees with Cubberley and other educators who place the introduction of the study of chemistry in the "seventies and eighties." He contends that chemistry was included in secondary-school studies as early as 1825 and bases his contention on the educational literature of this earlier period. The study of the science was stimulated by the academy movement of the early nineteenth century. John Griscom's successful efforts to popularize the science in the years immediately following 1806 are cited. "Organized effort to popularize and promote the instruction of chemistry in secondary schools began about 1820." The article emphasizes the early agricultural interest in the science.

KARRER, ENOCH. "*Reflections on a New Method of Grading*," *School and Society*, XXIV (November 6, 1926), 582-84.

A more definite system of grading should be established wherein the measurement should involve a method that any one who wished could use and obtain the same results, irrespective of the time, place, or personalities. Since the primary function of an educational institution is to instruct and to train, and the primary purpose of the pupil or student who attends the educational institution is to be trained or to learn, an essential factor in grading in every instance will be the speed of learning. The best teacher is the one who accelerates the speed of learning or who maintains

the speed of learning at a higher level by properly intertwining fact and fancy and suitably linking them to the world of actual experience or to some common mental state. Teachers may be compared by and be disclosed in the "grades" which they give to their students.

GOODMAN, JULIA N. "*Education for Domestic Service*," School and Society, XXIV (November 13, 1926), 615-17.

Due to the fact that the real demand for first-class, skilled domestics becomes greater each year as our supply of immigrant Irish and German girls decreases, we should see to it that girls are educated in our public schools for this service. Recent immigration restrictions have accentuated this problem. We should solve it by removing the stigma that has been attached to domestic service. Well-trained, intelligent girls in domestic service should be made to feel that their positions compare favorably with those of their sisters who have mastered the commercial course. Girls taking domestic-science courses in our schools, when their training is completed, should stand on an equal footing with the girls who have spent the same time in commercial and academic courses. It will, no doubt, take time to educate public opinion to this point.

MANUFACTURER (ANONYMOUS). "*When an Intelligence Test Went Wrong*," School and Society, XXIV (November 20, 1926), 641-43.

This manufacturer selected from a school a boy who had passed the Dearborn Intelligence Test with a very high mark. The boy had the chance of becoming an assistant in research work in connection with electrical engineering. The lad proved a disappointment since he possessed merely good memory, attentiveness to work only so long as it was simple and easily accomplished, dexterity, precision,—everything, seemingly, except intelligence. An intelligent person must have curiosity and intellectual initiative, tempered most certainly by various forms of restraint. The manufacturer complained that this test selected the quality which conformed to ready adaptation to school conditions, but penalized those qualities needed for leadership in any field of endeavor. The school should keep in mind that boys are not being prepared for a life as school pupils.

BUCKINGHAM, B. R. "*The Greatest Waste in Education*," School and Society, XXIV (November 27, 1926), 653-58.

The household and the school have been turned topsy-turvy in order to provide everything for the young. Society in its solicitude to surround the young people of to-day with every ennobling influence keeps the curriculum in a constant state of ferment. No considerable amount of subject matter gets into the

course of study or remains there any great length of time unless it is of real worth. The product of the school is "changed human beings"; these human beings must be possessed not only of the habits, skills, and knowledges which society requires, but also of the attitudes, appreciations, and ideals which the proper teaching of these subjects is supposed to engender. Habits, skills, and knowledges must be acquired before the attitudes, appreciations, and ideals may be realized. The greatest waste in education—the great useless expenditure of time, money, and energy—lies not on what happens in school or college or university, but rather in what happens after the student has been graduated from the institution. The student who is graduated is permitted to forget all he has learned as rapidly as he pleases. The idea seems to prevail that if one has but studied a subject, one may rest content for the rest of his life, and that the competence once attained will be imperishable.

PATERSON, DONALD G. and LANGLEY, T. A. "*The Influence of Sex on Scholarship Ratings*," Educational Administration and Supervision, XII (October, 1926), 458-68.

The senior class in many high schools consists of 60% girls, and 40% boys. The marked superiority of girls in scholarship may be explained in three ways: (1) Schoolwork may be better adapted to the girls; (2) The girls may possess special mental characteristics necessary to school success; (3) The school may fail to appeal to the real needs of the boys. The causes should be determined which make a seemingly superior group of boys fail where a mentally inferior group of girls succeed. This discrepancy may be due to the inadequacy of the traditional methods of estimating scholastic efficiency. The utilization of objective examining techniques is a proposed remedy. Old type examinations are unreliable because of: (1) Lack in comprehensiveness; (2) Lack in defined units of measurement; (3) Failure to eliminate all factors irrelevant of real achievement such, e. g., as enthusiasm, zeal, interest, industry, and originality. An adoption of the new type examinations will tend to prevent the differential selection of an undue proportion of girls and cause the selection of a greater number of boys for secondary and higher education.

MORRISON, ROBERT H. "*Qualities Leading to Appointment as School Supervisors and Administrators*," Educational Administration & Supervision, XII (November, 1926), 505-11.

In answer to the question, "What qualities lead to appointment as supervisors and administrators?" the writer lists twenty-four qualities, obtained by interviewing superintendents and school board members. These range from executive ability, 62.5%; leadership, 40%; ability to supervise, 37.5%, down to half a dozen with a single example seemingly due to chance mention. Since

traits required are often more or less vague, a second list is given in which, under eight heads, are given in considerable detail the meanings of the terms used in the first list. The writer states that only successful teachers ought to attempt to fit themselves for administrative and supervisory positions, although not all good classroom teachers are fitted for these positions; adequate salaries and stable tenure will encourage preparation for such positions.

BARTON, W. A., JR. "*The Effect of Group Activity and Individual Effort in Developing Ability to Solve Problems in First Year Algebra*," Educational Administration & Supervision, XII (November, 1926), 512-18.

Two groups of beginners in algebra were equated on a basis of their chronological ages and I. Q's. They were approximately equally divided as to sex, placed under the same teacher, supplied with the same material, subject to the same procedure, trained with equal thoroughness, and given the same tests. Group A used the "discussion method," Group B, "the individual assignment method." The methods are described in detail, the main difference being that in Group A all pupils took part in and solved all problems while in Group B each pupil solved a different problem without discussion with other pupils. The Hotz Problem Tests, First Year Analysis Test, Form 2, Grades VII-IX were given. The writer concludes that the "discussion" method is superior to the individual-assignment method for several reasons: (1) More economical use of subject matter; (2) All pupils made aware of different solutions; (3) Limited blackboard space required, a desideratum in rural schools; (4) Creation of class consciousness, (5) All pupils busy all the time; (6) More chance of opportune help; (7) Better control over class group.

WOODY, CLIFFORD. "*Number and Combination of Subjects Taught in the North Central High Schools of Michigan*," Educational Administration & Supervision, XII (November, 1926), 529-48.

The investigation attempts to report on: (1) The number of subjects taught in the North Central Association Schools of Michigan; (2) The influence of the size of the school on the number and combinations of subjects taught; (3) The influence of the number of years in the present position on number and combinations of subjects, and (4) The particular combinations of subjects. Subjects are listed under English, languages, mathematics, history, social studies, sciences, commercial subjects, industrial subjects, domestic arts, etc. Cities are in three groups, 5,000 or less, between 5,000 and 10,000 and over 10,000. It was found that more than three-fourths of all the teachers teach only one subject, and that over nine-tenths teach one or two. The number of subjects decreased with the increase in number of years taught. Ten pages of tables give in detail the combinations found.

POTTHOFF, EDWARD F., and MOON, GEORGE R. "*Attendance and Scholarship Records of a Class at the University of Chicago*," Educational Administration & Supervision, XII (November, 1926), 549-60.

In the fall of 1919 a careful study of the freshman class of the University of Chicago was inaugurated. This study was continued for a six-year period with a survey of 792 cases. No attempt was made to determine what became of the student after he left the university, and of pre-university factors only the high-school average and the location of the high school were considered. Outstanding facts are as follows: (1) By the end of the six-year period over 99% had severed all connection with the university; two out of five graduated, one of three withdrew in good standing, one of four withdrew under scholastic difficulties. (2) The time of greatest mortality was the first two years, half of those not graduating having left the first year, and three-fourths by the end of the second year. (3) More than one-third of the class made college averages below that required for graduation and withdrew, but almost 40% of those who did make the required average also withdrew. (4) The chances for withdrawal while under scholastic difficulties may be predicted to some extent by high-school averages. (5) The chances for graduation increase materially as the high-school average, the college average, and the time spent in college increase.

CHAMBERLAIN, VELL B. "*Queries on Social Science Teaching*," The American Schoolmaster, XIX (October, 1926), 296-302.

The method of closely following the book in history; stressing generals, kings, and wars; and placing the burden on the memory dampens initiative and creates a situation rarely met in life. "Are we teaching merely a succession of past events? Or are we constantly on the alert to teach comparative history?" "Are we teaching just past politics? Or are we teaching civilization?" "Are we teaching the past for sheer knowledge of the past? Or are we teaching the past with the constantly emphasized aim of comprehending the present?" "The goal should be to create a spirit that causes the student to feel as he enters the classroom that there are but forty or fifty minutes in which he may demonstrate to teacher and fellow student that he has been at work to good profit, that he can handle the fruits of that labor ably." The valuable by-products in connection with the work in the social science, are: close attention, social initiative, increase of vocabulary, development of a "constructive critical attitude toward the written and spoken word," and cultivating a desire to read for the enjoyment of reading.

HEER, A. L. "*One Phase in the Training of the Public School Executives*," *The American Schoolmaster*, XIX (November, 1926), 353-57.

Principals and superintendents should be required to have professional training for their work, just as teachers are required to have special preparation. They should know the best administrative practices, be conversant with curriculum making, be familiar with the principles and techniques of supervision, and have a sound philosophy of education. The school executive needs a philosophy or theory of education to find out "what it is that he should really desire to achieve" by means of education. Science cannot do this. Science discovers facts, but does not show their social bearing. In forming our philosophy of education we must discover the nature of the mind from biology, physiology, and psychology; go to the philosopher to find out what is the "ideal society" and from this find our objectives; and turn to the science of education for "facts concerning the materials of education." Our philosophy of education will determine the content of the curriculum, the choice of teachers, and the policies of procedure.

BROWN, A. E. "*What Research Has Done for Secondary Education*," *School Board Journal*, LXXII (October, 1926), 41-43.

Practical studies of high-school problems and situations have contributed much in recent years toward the development of scientific procedure in teaching and in high-school administration. Mr. Brown furnishes in this article a very brief and usable summary of findings in many of the recent studies of current high-school problems. This summary includes high-school population, intelligence testing, elimination, failure, supervised study, motivation, visual education, homogeneous grouping, courses, size of classes, and new examinations. Though making no pretence of completeness, the article, in addition to being thoroughly readable, furnishes a convenient ready reference on the general results of the more recent high-school investigations.

HARRIS, G. L. "*Attendance Control in High Schools*," *School Board Journal*, LXXIII (November, 1926), 45-6.

Attendance procedure in high schools to be effective must be absolutely impartial to command the respect of every pupil. A complete set of report blanks and admission slips should be provided and a definite plan of administration adopted. These are described somewhat in detail. Although special and home room teachers may manage the administrative details of the system, it must be to a large extent under the personal supervision of the principal. Close co-operation with the home must be established and an adequate check secured promptly on all absence and tardiness. A system that makes it possible to discover and act upon a "cut" at once will soon win the pupil's co-operation.

MATHEWS, L. W. "*A Standardized Student*," The High School Quarterly, XV (October, 1926), 28-30.

A standardized student will: (1) Co-operate with the faculty, school program, home and fellow workers; (2) Take care of health; (3) Practice freedom within the law; (4) Follow directions; (5) Work up to "level of ability"; and (6) Be able to think. Students in Franklin County, Kentucky, are ranked in five groups in accordance with these criteria.

HALL, SIDNEY B. "*A Technique of Class Room Supervision*," The High School Quarterly, XV (October, 1926), 33-9.

A liberal allowance of time for the actual observance of classroom teaching, the knowledge of what constitutes good teaching, a technique for supervision of teaching judged by pupil and teacher activity, spirit of co-operation, and the improvement of testing are the points definitely involved in any program of supervision. A number of problems such as building up school morale, reflecting the community need, principal's position in relation to school marks, the best use of tests, what is good teaching, and number of pupils per teacher are stated with brief summaries of suggestions.

McMILLAN, H. L. "*Relation Between the Principal's Academic Preparation and His Present Teaching Duties*," Educational Research Bulletin, (Ohio State University), V (October 20, 1926), 307-11.

In 1,045 rural and village schools in Ohio principals who had studied certain subjects as majors or minors in academic preparation are now teaching the following subjects for which they had not specifically prepared: Agriculture, 72 per cent (i. e., seventy-two per cent of the principals are teaching agriculture, but have not pursued the subject as a major or minor); Algebra, 33.7; Arithmetic, 41.9; Biology, 36.5; English, 26.2; General science, 29.2; Geometry, 37.1; American history, 23.6; Latin, 48; Manual training, 84.9; Physics, 35.8; Problems of democracy, 26.3.

MEAD, A. R. "*Methods of Studying the Equipment of Teachers Who Do High-Grade Teaching*," Educational Research Bulletin, (Ohio State University), (October 20, 1926), 311-15, 321-23.

A teacher's efficiency can be studied under five headings as follows: (1) Technique, methods, and devices used in classroom work, (41 subheads); (2) Scholarship in the teacher's equipment, (14 subheads); (3) Professional interests and relations, (25 subheads); (4) Community relations of the teacher, (21 subheads); (5) Personal qualities of the teacher, (91 subheads).

GOSLING, THOMAS W. "*High School and Hazards*," Educational Review, LXXII (November, 1926), 200-2.

High-school boys and girls yearn to live joyous, adventurous lives. The youth of to-day can fight real battles when they struggle with the dangers of modern life. The high-school youth should have the goals of service and of purposeful living. Teachers and parents should accentuate character training as a major objective. Safety education must have two aims: preservation of human life, and upbuilding of character. The junior high-school period is the time to train for service. In the senior high school different appeals and different methods should be used to train the human personality. "Investigation and the application of findings to more purposeful living" could be followed in the subjects suggested: (1) Safety engineering; (2) Highway construction; (3) City planning; (4) Science of traffic control; (5) Statistics of accidents; (6) History of accident prevention; (7) Principles of physical health; (8) Standards of morality; (9) Inventions contributory to safety; (10) Economic side of safety control; (11) Relation of the individual to the social group. The home, the school, and society should train the youth not to avoid dangers, risks, and hazards, but to refine and exalt them to the ends of good health, sound minds, and high ideals.

MORRISON, ROBERT H. "*Traits Determining Success in Teaching*," The Teachers Journal and Abstract, I (October, 1926), 545-52.

In this summary of an investigation concerning the success or failure of teachers, officials were asked four questions: (1) When employing a teacher, what are the qualities in which you are especially interested? (2) What are the educational requirements? (3) What qualities distinguish the principal from the classroom teacher? (4) What things have teachers done that pleased you very much? There is vagueness in the minds of employers as to the meaning of the various traits. Many different meanings are attached to such leading traits as: Willingness to co-operate, community interest, skill in teaching technique, pleasing personality, professional growth, initiative, ability to discipline, willingness to carry extra load, and high intelligence. These opinions are used as a basis for the study of such problems as: Why teachers are successful; how a prospective teacher can estimate probable success in teaching, and what school authorities can do to develop success traits in teaching.

BOOK NOTICES OF ACCESSIONS

GRACE DARLINGTON

The Carolinian. By Rafael Sabatini. Edited with an introduction, notes, questions for study by Barbara M. Hahn. Boston: Houghton Mifflin Company, 1926. Pp. 437. \$.92. Riverside Literature Series.

This novel by one of the leading writers of the day combines literary merit and historical value in its lively plot. The scene is laid in Charleston during the years 1775-1779.

Commonwealth Fund Program for the Prevention of Delinquency. Progress Report. Second printing, Oct. 1, 1926. New York: Joint Committee on Methods of Preventing Delinquency, 1926. Pp. 48. Gratis.

Brief account of the progress made by the different divisions, compiled from the reports of the last five years. In this second printing, revisions have been made to bring the record of the several projects down to the end of September, 1926.

Elementary School Supervision. By Arthur S. Gist. New York: Charles Scribner's Sons, 1926. Pp. 308. \$1.80.

Written to extend constructive help to superintendents and principals in their daily work. Faculties and students in colleges of education may also find this book of value in studying problems in the supervision of instruction and in the practical applications of educational measurements.

Finding the Right Teaching Position. By Harlan C. Hines. New York: Charles Scribner's Sons, 1926. Pp. 200. \$1.60.

The purpose of this volume is to answer the question: "How should we go about securing the first position or promotion?" The theories and practices recommended are the result of years of experience.

Modern Biology; Its Human Aspects. By Harry D. Waggoner. Boston: D. C. Heath and Company, 1926. Pp. 482. \$1.96.

This book was written to meet the urgent need for a text that adequately treats those phases of biology which are directly related to human welfare, and accords with the recommendations of the Commission on the Reorganization of Science in Secondary Schools (N. E. A. 1920). It is the outgrowth of long contact with elementary students of biology in high school, college, and university classes.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Modern Business, the Business Man in Society. By Leon C. Marshall and Mildred J. Weise. New York: The Macmillan Company, 1926. Pp. 520. \$1.60. Textbooks in the Social Studies.

Gives a general view of business activities and the work of the business man in modern society. For economic courses in the senior high school and the junior college, for secondary commercial courses, and corporation schools. References for further studies at end of chapters.

Modern Times in Europe. By J. S. Shapiro. Boston: Houghton Mifflin Company, 1926. Pp. 516. \$1.96. Illustrated.

Treats of the history of Europe from the 17th century to the present, describing the political, social, economic and cultural events. The leading characteristics of each period are first described, followed by a separate treatment of the various nations during that period. Special attention is paid to questions, map studies, and special topics in each chapter.

Readings From the Great Historians. European History From the Fall of Rome to the Eve of the French Revolution, selected and edited by D. M. Ketelbey. Boston: Houghton Mifflin Company, 1926. Pp. 438. \$2.00.

A compilation of extracts from the writings of some of the great historians arranged in continuity. Among the authors represented are Bryce, Carlyle, Gibbon, Green, Hodgkin, Macauley, Milman, and Motley.

Rhythms and Dances for Elementary Schools, Grades One to Eight. By Dorothy LaSalle. New York: A. S. Barnes and Company, 1926. Illustrated. Pp. 168. \$4.00.

The author, Assistant in Health Education in the Detroit Public Schools, believes that dancing, as the oldest of the arts, should be encouraged in our schools for its recreative as well as its physiological benefits. Music, diagrams, and a bibliography are included.

Team-Work in the Prevention of Crime. Two addresses by Ralph P. Truitt. New York City, Joint Committee on Methods of Preventing Delinquency, 1926. Pp. 20. Publications Issued Under the Auspices of the Commonwealth Fund Program for the Prevention of Delinquency, Reprint Series, No. 1926, No. 4. Gratis.

Contents: I. Cooperation for Preventing Delinquency. II. Methods of Preventing Delinquency: What Do We Know About Them?

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

Calisthenics, Modern Methods of Free-Exercise Instruction. By S. C. Staley. New York: A. S. Barnes & Co., 1926. Pp. 338. \$3.00. Illustrated.

The results of the author's experiments with soldiers while he was the Assistant Director of Athletics at Camp Gordon in 1918, and which have been given a two-year test by the Department of Physical Education at the University of Illinois, are offered with the idea of improving the teaching of calisthenics.

History and the Other Social Studies in the Junior High School. By Daniel C. Knowlton. New York: Charles Scribner's Sons, 1926. Pp. 210. \$1.60.

This group of studies, presented from the point of view of the classroom, aims to show the integration rather than the correlation of those social elements which will give the student an intelligent understanding of the best kind of citizenship.

Tumbling, Pyramid Building and Stunts For Girls and Women. By Bonnie and Donnie Cotteral. New York: A. S. Barnes & Co., 1926. Pp. 143. \$1.60. Illustrated. "Athletics for Women" Series.

The gymnasium instructor will find here class material on tumbling which is being recognized as a valuable activity for girls on its corrective value, its promotion of suppleness rather than strength, and the opportunity it affords for individual exercise. For grade, high school, and university students.

ADDRESSES
of
PUBLISHERS WHO HAVE CONTRIBUTED TO
THIS BULLETIN

A. S. Barnes and Company
7 West Forty-fifth Street
New York City

Ginn and Company
15 Ashburton Place
Boston, Massachusetts

D. C. Heath and Company
239 West Thirty-ninth Street
New York City

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts

Joint Committee on Methods of
Preventing Delinquency
50 East Forty-second Street
New York City

The Macmillan Company
60 Fifth Avenue
New York City

G. P. Putnam's Sons
2 West Forty-fifth Street
New York City

Charles Scribner's Sons
597 Fifth Avenue
New York City

AMENDMENT TO BE VOTED ON AT THE CONVENTION
IN ST. LOUIS, FEBRUARY, 1927.

The first paragraph of Article IV of the constitution reads as follows:

The officers of the Association are a president, a first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, ex-officio, and the three most recently retired presidents.

The proposed amendment is to add to the first paragraph the following:

Of the members of the executive committee, two shall, at the time of the annual election, be principals of junior high schools.

The first paragraph of Article IV, if amended, will read as follows:

The officers of the Association are a president, a first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, ex-officio, and the three most recently retired presidents. Of the members of the executive committee, two shall, at the time of the annual election, be principals of junior high schools.

RESOLUTIONS.

The two following resolutions will be presented at the St. Louis meeting:

1. The members of the National Association of Secondary-School Principals believe that secondary education will be advanced if college entrance requirements are based on the upper three years of high-school work only;

Therefore, the National Association of Secondary-School Principals urges the colleges and universities and all standardizing agencies of the United States to make it possible for students to qualify for admission to college on the basis of the work of the upper three years of high school.

2. Many studies, surveys, and investigations in the field of secondary education have been and are now being conducted by foundations, funds, and other organized agencies. The National Association of Secondary-School Principals believes that extensive surveys, (notably one made by Professor George S. Counts, a study of a number of widely distributed high schools entitled, *The Senior High-School Curriculum*), will do much to promote the improvement of secondary education in all parts of the country. The National Association urges organizations, which have funds to devote to educational research, the importance of supporting such surveys and other similar scientific inquiries. It recognizes the service which the Commonwealth Fund has rendered in subsidizing the investigation of Professor George S. Counts and welcomes the co-operation in promoting investigations of the problems of secondary education from this and like sources.

IMPORTANT NOTICE TO MEMBERS

A reduction of ONE AND ONE-HALF for the round-trip on the "CERTIFICATE PLAN" will apply for members (also dependent members of their families) attending the meeting of the National Association of Secondary-School Principals to be held at St. Louis, Missouri, February 24, 25, and 26, 1927.

The arrangement will apply from territory covered by the following passenger associations:

Southwestern Passenger Association.
Central Passenger Association.
Southeastern Passenger Association.
New England Passenger Association.
Trunk Line Association.
Trans-Continental Passenger Association.

The following directions are submitted for your guidance:

1. Tickets at the normal one-way tariff fare for the GOING JOURNEY must be purchased on one of the following days: February 21, 22, 23, or 24.
2. Be sure when purchasing your going ticket to ask the ticket agent for a Certificate Receipt. Each delegate should have a separate Certificate Receipt covering ticket he purchases. One receipt for more than one ticket will not be honored or validated. If, however, it is impossible to get a certificate receipt from the local ticket agent, a regular receipt will be satisfactory and should be secured when ticket is purchased. See that the ticket reads to the point where the convention is to be held and no other. See that your Certificate Receipt is stamped with the same date as your ticket. SIGN YOUR NAME to the Certificate or Receipt in Ink. Show this to the ticket agent.
3. Call at the railroad station for ticket and certificates at least 30 minutes before departure of train.
4. Certificates are not kept at all stations. Ask your home station whether you can procure certificates and through tickets to the place of meeting. If not, buy a local ticket to the nearest point where a certificate and through ticket to place of meeting can be purchased.
5. Immediately upon your arrival at the meeting, present your Certificate to the endorsing officer, Miss Louise C. Willmot, as the reduced fares for the return journey WILL NOT APPLY unless you are properly identified as provided for by the certificate.
6. Joint Agent of the carriers will be in attendance on February 24-26, 1927 to validate certificates.

SECONDARY-SCHOOL ADMINISTRATION ABSTRACTS

NO REFUND of fare will be made on account of failure to either obtain a proper certificate, or on account of failure to have the certificate validated.

7. It must be understood that the reduction for the return journey is not guaranteed but is contingent on an attendance of not less than 250 members of the organization and dependent members of their families at the meeting holding regularly issued certificates from ticket agents at starting points showing payment of normal one-way tariff fare of not less than 67 cents on the going trip.

8. If the necessary minimum of 250 regularly issued certificates are presented to the Joint Agent, and your certificate is validated, you will be entitled to a return ticket via the same route as the going journey at one-half the normal one-way tariff fare from place of meeting to point at which your certificate was issued, up to and including March 2, 1927.

9. Return tickets issued at the reduced fare will not be good on any limited train on which such reduced fare transportation is not honored.

10. If you expect to go on to Dallas, you should write to the National Education Association at Washington for your identification certificate. If you expect to go on to Dallas, buy your *round-trip* ticket to Dallas with stop-over privileges at St. Louis.

PROGRAM

The program for our St. Louis meeting promises to be the best in the history of the National Association of Secondary-School Principals. Thursday evening (the first session) the speaker will be Walter Damrosch, Director of the Symphony Orchestra, New York City. On Friday at the luncheon (one dollar a plate), Charles H. Judd will speak on, "Is There a National System of Secondary Education", Elbert K. Fretwell will lead the singing. Mr. Fretwell will, on that day, also give us his latest contribution, The Publications of the High School,—Newspaper, Magazine, Annual, and Handbook. Professor George S. Counts, formerly of Yale, now of The University of Chicago, will present a study on the social side of the life of high-school students. On Saturday morning, Henry Turner Bailey will address us on the Development of Character in Secondary-School Students. The commissions of the Association will give their reports at the different sessions. A preliminary program will be sent to members by special mailing.

The junior high-school principals will have two section meetings: one Friday morning, the second Friday afternoon. The preparation of this program is in the hands of Principal W. E. Hawley, Monroe Junior High School, Rochester, New York.

